

Activity 4.1 Awareness of Social Identity

(Identity Pie)

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Description

This activity helps participants to become more aware of their own identities and worldview. They will reflect on key components of their identity and critically examine how identities are shaped by different experiences and show up differently in group discussions.

Learning Goals

- Critically examine how our cultural assumptions and experiences shape our identities.
- Begin to uncover visible and invisible aspects of identity and how they manifest in discussions.

Instructions (60 minutes)

Set Up	<p>Prepare for the Activity</p> <p>Provide participants with, or if doing this online ask them to have with them, paper and writing or coloring utensils.</p> <p>Organize participants into pairs or small groups (3-4 ppl).</p> <p>Begin by introducing the learning goals of this activity.</p>	
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¹ **Citation for this activity:** Richard Kiely (2023). Awareness of Social Identity. In Hartman and Byrd (Eds), The Interactivity Foundation Collaborative Discussion Toolkit. Retrieved from <https://www.collaborativediscussionproject.com/activities/module-4>

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<p>Step One</p>	<p>Individually Free Write</p> <p>Invite participants to quietly reflect on the following prompts:</p> <ul style="list-style-type: none"> • What are your social or cultural identities? • What makes up “you”? <p>Ask participants to take a few moments to write down important aspects of their sense of self. They can record reflections, thoughts, words as they emerge. Encourage them to write down what comes to mind.</p>	<p>5 min</p>
<p>Step Two</p>	<p>Identify 5 to 10 Characteristics</p> <p>Ask participants to review what they wrote. Next, invite them to dive deeper by reflecting on the life experiences that have shaped their identity/identities.</p> <p>They may also want to reflect on the visible and invisible aspects of their identity. For example, what do other people see? How important is that? What important parts of your identity do you hide or make more visible to others?</p> <p>Once they have added additional thoughts, ask them to create a list of 5-10 characteristics or dimensions that contribute to their identity.</p> <p>Facilitator Tip: Participants may ask for examples. Do not provide examples. The goal of this step is to figure out the identity characteristics that they find most important. Examples will shape and limit their responses. They will have an opportunity to revise and add to their lists later.</p>	<p>10 min</p>
<p>Step Three</p>	<p>Visually Illustrate Parts of Your Identity</p> <p>Ask each participant to draw a circle on their paper. Explain to them that this circle represents a pie. They are to designate each identity characteristic as a slice of this pie. Larger slices of the pie represent more dominant aspects of a participant's identity or identities.</p> <p>As participants start to create their pies, let them know that they will NOT be asked to share their full Identity Pie with anyone so they can feel free to be honest.</p> <p>Facilitator Tip: It is not necessary to use the pie as a metaphor for the drawing. You could choose another metaphor that visually illustrates identity, like a suitcase. Whatever visual you choose it should show which elements of identity have greater or lesser significance.</p>	<p>5 min</p>

<p>Step Four</p>	<p>Share Parts of the Identity Pie</p> <p>In pairs or small groups, invite participants to describe 1-3 components or slices of their pie.</p> <p>Instruct participants to take turns listening to each other and to ask curiosity questions.</p> <p>Note that they should only share what they are comfortable sharing and that there is always the option to pass or to not share at all.</p> <p>Provide these tips from Activity 4.2 Listening to Understand to help guide participants on listening without judgment:</p> <ul style="list-style-type: none"> ● Silence is golden ● Try not to relate the experience you are hearing to yourself ● Be conscious of body language ● Hear what is not said ● Ask open-ended questions 	<p>10 min</p>
<p>Step Five</p>	<p>Debrief as a Full Group</p> <p>Come back together as a full group to discuss:</p> <ul style="list-style-type: none"> ● What similarities or differences did you notice in your pies? ● How did sharing the pies help you to examine what you take for granted? What does this reveal to you? What does it say about privilege? Society? Belonging? ● What surprised you about what you shared about your own identity/identities? What surprised you about your understanding of your partner's identity/identities? ● What would you add to your identity pie now that you have heard from others? ● How can being aware of your own identity and viewpoint (and open to learning about others) impact how we work together? ● How does this examination of identity lead to action? For example, how might critical self-reflection challenge power imbalances in groups and advance accountability? <p>Facilitator Tip: This is not a “get to know you” activity. By examining cultural assumptions and unexamined biases together, participants are better able to reflect on how they show up in discussions. This activity requires more time to debrief together with guided facilitation.</p>	<p>30 min</p>
<p>Step Six (Optional)</p>	<p>Twist: Revisit Identity Pies</p> <p>If time permits, ask participants to get out their identity pies again. Give them a moment to make any revisions.</p> <p>Prepare participants that this next exercise will happen very quickly. They will not have time to think deeply. The idea is to react without overthinking the choice.</p>	<p>10 min (Optional)</p>

	<p>Instruct participants to cross off one of the parts of their identity.</p> <p>Count to five and then ask them to cross off another.</p> <p>Count to three and then ask them to cross off another and so on until only one or two traits of their identity is left.</p> <p>Discuss:</p> <ul style="list-style-type: none"> ● What was that experience like? ● Did you find it easy or challenging to cross out attributes of your identity? ● Look at your paper, how does it feel to be only identified by a single or few key characteristics? ● When/how does this happen to us? Does it happen to us equally? If not, why/how are some people or groups of people reduced to single characteristics? 	
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Reflection Journal

- What did you learn through listening to others' description of self? This could include things you realize you left off your identity pie that they included. What does the absence or inclusion of certain identity dimensions suggest to you? How might it relate to power, privilege, awareness?
- What did you realize about people's different lenses from listening?

Practice Journal

This week, continue thinking about your own worldview and cultural identity. Now that you have heard from others and thought about it deeper, how would you modify your cultural pie? What would you borrow from other cultural pies, if you could?

Dive Deeper: Additional Resources

- [Cultural Humility - People, Principles and Practices](#): "Cultural Humility People, Principles and Practices Part 1 1." *You Tube*, uploaded by Health Nexus Santé, 22 Feb. 2018, www.youtube.com/watch?v=vEooo3vD3wE.
This is a 7-minute video that describes the three core commitments of cultural humility: 1) Lifelong learning and critical self-reflection, 2) Recognizing and challenging power imbalances for successful partnerships, and 3) Institutional accountability.
- [Developing, Understanding, and Strengthening Cultural Humility](#): Kiely, R., Zukerman, S., & Hartman, S. (2020). How can you strengthen your knowledge, skills, attitudes and behaviors to enact cultural humility in diverse contexts? In E. Hartman (Ed.). *Interdependence: Global Solidarity and Local Actions*. The Community-based Global Learning Collaborative. Retrieved from <https://www.cbglcollab.org/cultural-humility>

Activity Cluster

4.1 Awareness of Social Identity
(Identity Pie)

[4.2 Listening to Understand](#)